

DOCUMENT RESUME

ED 374 683

FL 800 745

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TITLE Agendas for Second Language Literacy.
REPORT NO ISBN-0-521-446664-3
PUB DATE 93
NOTE 169p.
AVAILABLE FROM Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (paperback: ISBN-0-521-44664-3; hardback: ISBN-0-521-44118-8).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Curriculum Design; Economic Factors; Educational History; Educational Policy; Educational Strategies; *English (Second Language); Family Programs; Family Role; Federal Programs; Immigrants; Labor Market; Language of Instruction; Language Planning; *Literacy Education; Minority Groups; Politics of Education; Public Policy; *Second Languages; State Programs; Student Evaluation; Vocational Education; Vocational English (Second Language)

ABSTRACT

A discussion of second language literacy (SLL) looks at various contexts in which language minorities in the United States attempt to become literate in English, and the effects of conflicting agendas on the individual and the second language classroom. Six areas influencing literacy agendas are discussed. In the first chapter, differing concepts of literacy are outlined. The second chapter examines sociopolitical influences on SLL, in national language policy, immigration/naturalization requirements, literacy campaigns, and choice of public schools' medium of instruction. Chapter three focuses on the relationship between literacy and economic rewards, examining how political and business leaders and also workers determine both who will have opportunity to develop English literacy and who will benefit economically from it. In chapter four, the link between literacy and the family is explored through the ways in which families promote various literacy practices. The fifth chapter examines how literacy program funders, curriculum designers, and teachers all set SLL agendas, sometimes establishing goals not shared by the learners. The final chapter argues that rather than approach language minorities as a social and educational problem, political leaders and educators should focus on ways to aid language minorities in attainment of their own English literacy goals. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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